

Project HI AWARE: Expanding Tier 2 Interventions to Match the Need of the Student

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Track: Prevention and Early Intervention

Conference Session #5

Kelly A. Stern, Ann Mahi, Jason Roberts, Don Barrett

October 11, 2018 3:30-4:30pm

Waimea, HI



Project AWARE - Intro to the grant and work

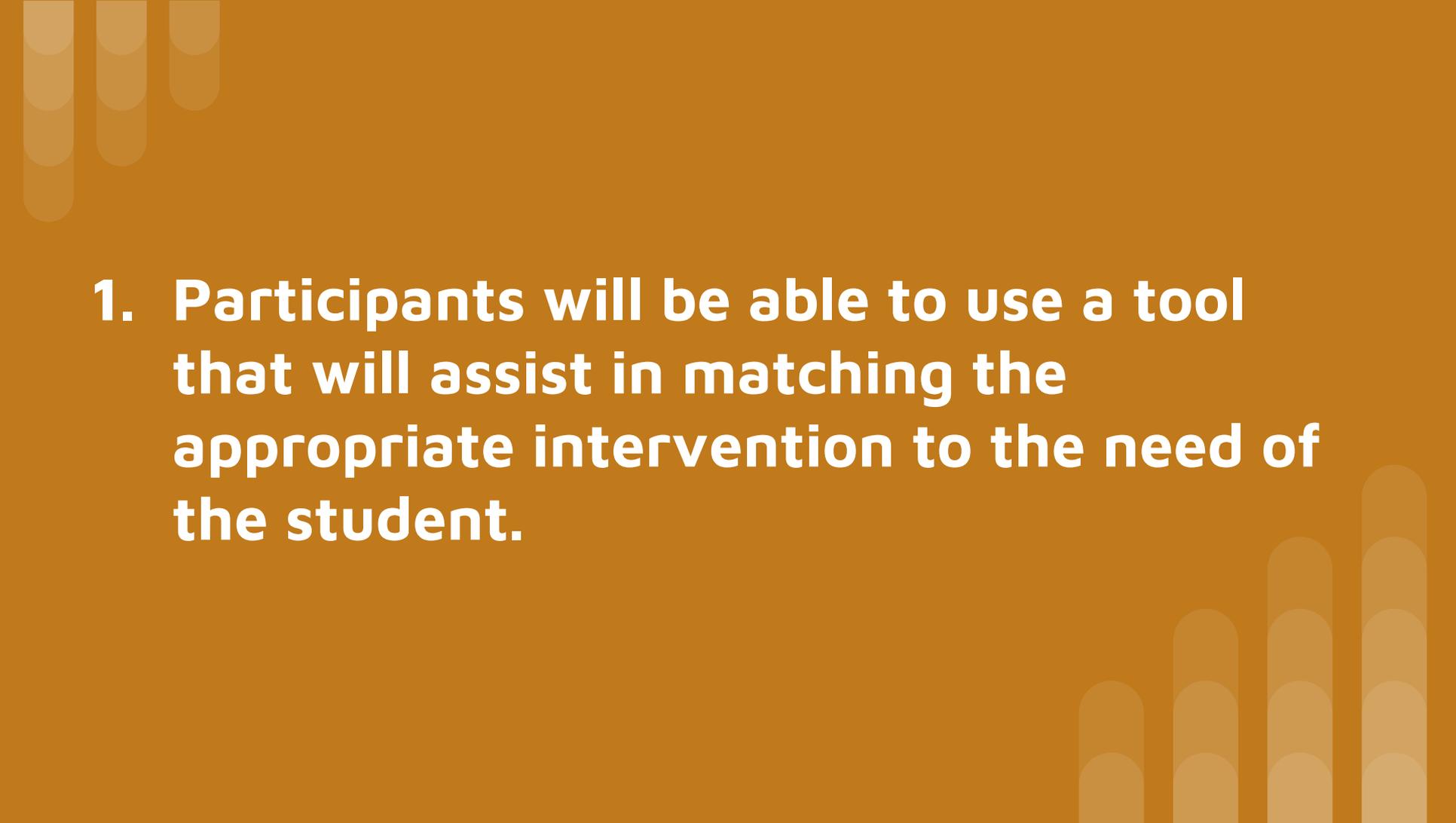
Ann Mahi



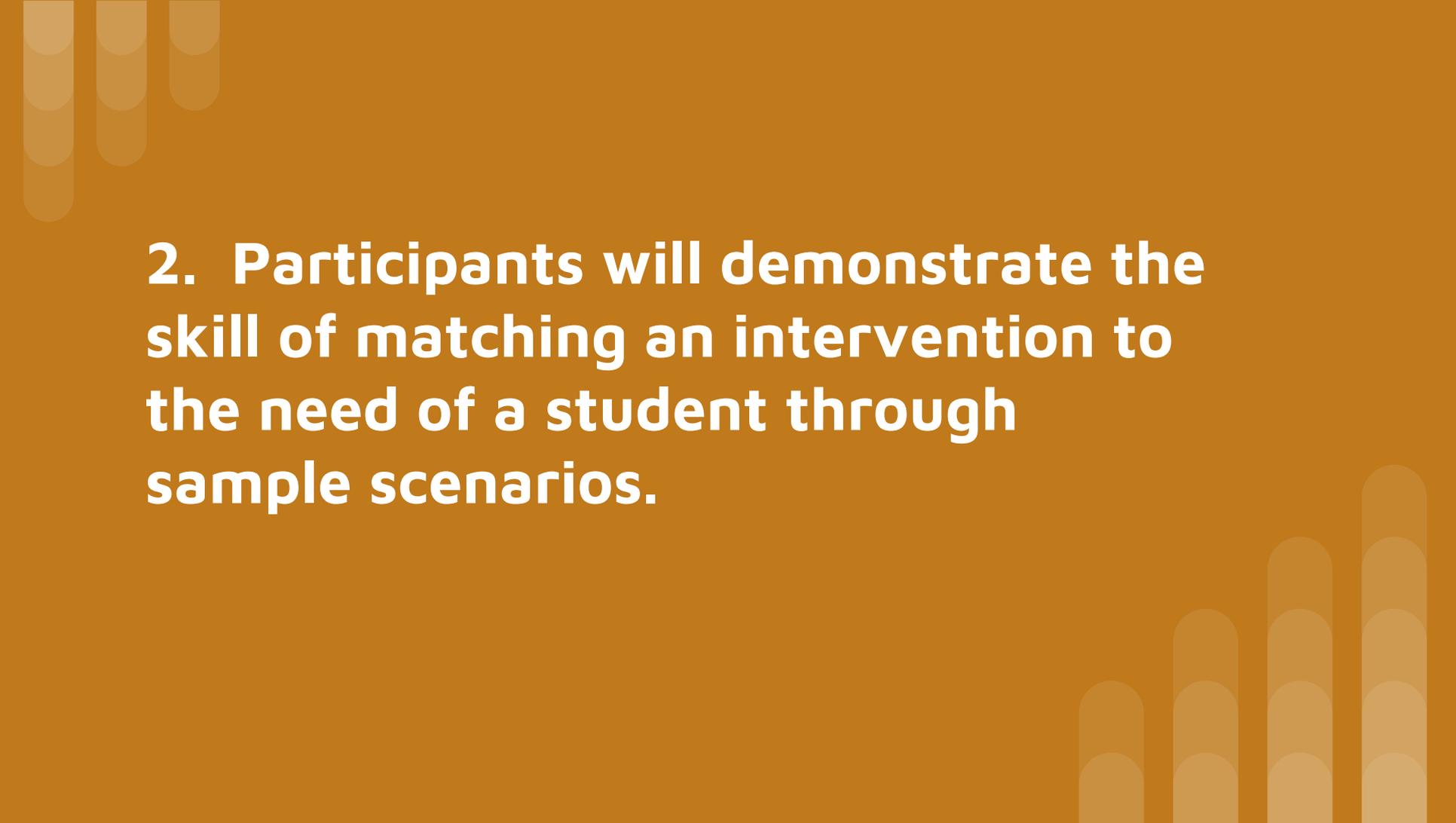


Session Description

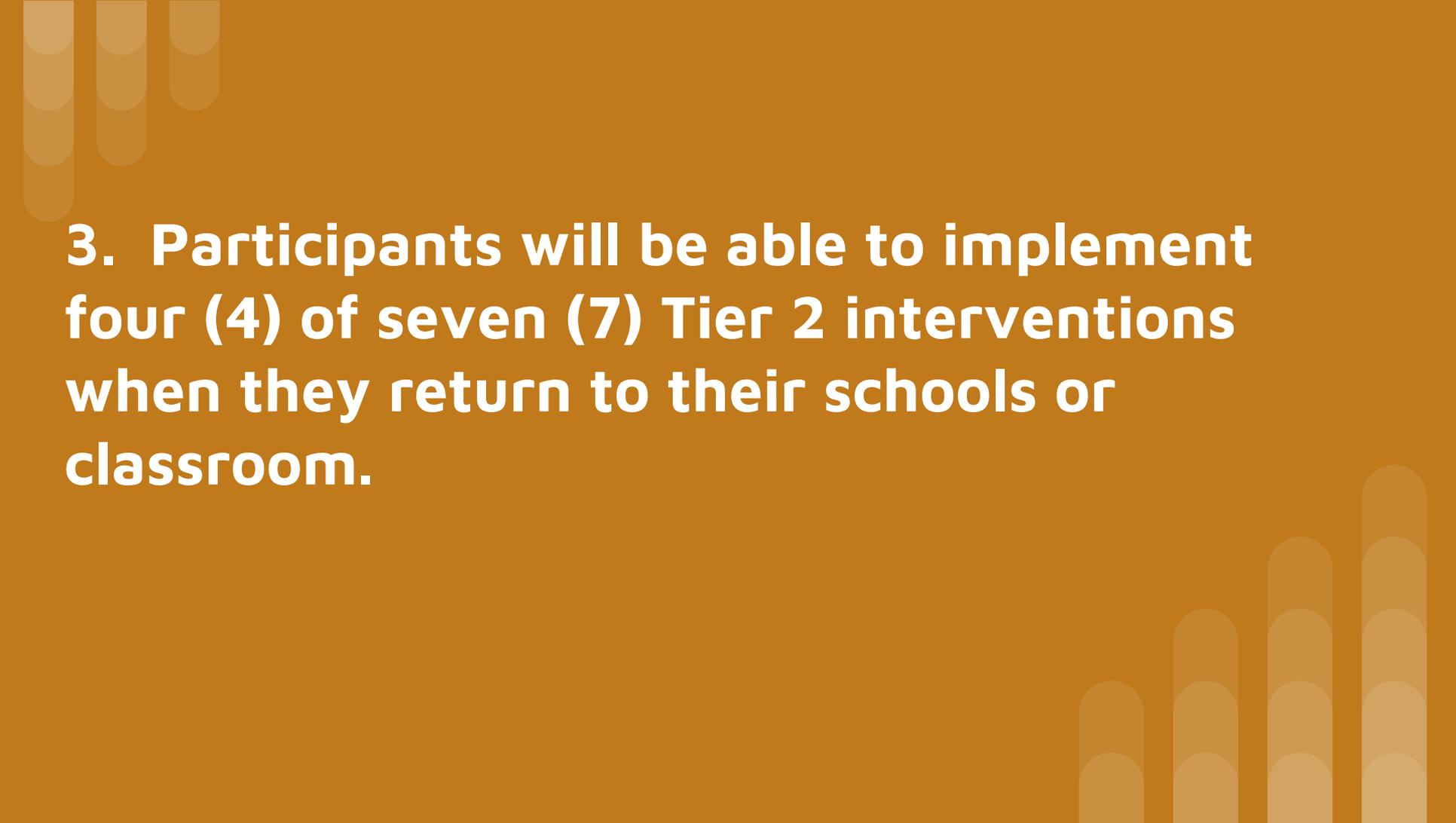
Implementing Tier 2 Interventions may be challenging for school personnel who want to offer an array of Tier 2 supports beyond Check-In Check Out. This presentation will present seven (7) of the best practice Tier 2 interventions to meet an array of student needs in a school setting. Participants will be able to use scenarios, learn triage techniques that match the intervention to the need, and how to support fidelity implementation and outcome monitoring for teams to make data driven decisions for student needs.

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1. Participants will be able to use a tool that will assist in matching the appropriate intervention to the need of the student.

The slide features a solid orange background. In the top-left corner, there are three vertical bars of varying heights, each composed of several overlapping semi-transparent circles. A similar set of four vertical bars is located in the bottom-right corner, also composed of overlapping semi-transparent circles.

2. Participants will demonstrate the skill of matching an intervention to the need of a student through sample scenarios.

The background is a solid orange color. In the top-left corner, there are three vertical bars of varying heights, each with a series of overlapping circles. In the bottom-right corner, there are four vertical bars of increasing height, each with a series of overlapping circles.

3. Participants will be able to implement four (4) of seven (7) Tier 2 interventions when they return to their schools or classroom.

Brief Explanation of Tier 1

Tier 1 is what schools do for all students customized by school data :

- Foundation of relationship building of faculty and staff with all students through classroom community building activities.
- Data defined teaching and reinforcing positive behaviors
- Classroom management skills ([17 + 1 Proactive Classroom Management Strategies](#))
- Faculty and student support staff (including admin) defining what is classroom managed vs office managed
- Teams have “student voice” or input to address school wide behavior expectations and concerns
- Use of SEL curriculum by teachers or integrating SEL lessons into curriculum.
- Universal Screening for behavior
- Data dives into both academics and behavior and how they might be impacting the other.
- Use of behavior data to identify themes to be addressed by all staff.
- Use of data tools for fidelity of implementation

Brief Explanation of Tier 2

Tier 2 is what schools do for small groups or individualized strategies for students :

- Small groups to reinforce SEL taught in the classroom [EBP Small Group Resources](#)
- Tier 2 teaming structure to match intervention to the need (includes school counselor, admin., resource teachers and SBBH)
- School has 5 or more Tier 2 interventions to offer students
- Using data to create small groups to specific needs
- Role play of Restorative Practices in small groups
- Progress monitoring of interventions
- Evaluating effectiveness of interventions
- Calming or restorative room for students

Brief Explanation of Tier 3

Tier 3 is what schools do for students who do not respond to Tier II and need more intensive, individualized interventions and supports:

- **School teaming around highest needs students (e.g. Peer Review if any student can be discussed)**
- **Intensive Behavior Management**
- **Cognitive Behavioral Therapy strategies**
- **Intensified and individualized Tier II supports**
- **Partnerships with both state and community resources for intensive support services or interventions, including wraparound**
- **Progress monitoring**



Matching Interventions to the Student' Need

The “What” of Tier II

1. **ACTIVITY:** Use a card or post it to jot a few notes about a student you have been asked to see that is not a severe situation.

The Why of Tier 2 - Dr. Clay Cook

Jason Roberts

Don Barrett



The How of Tier 2 (and 3)

Group Activity





Using the Student Interventions Matching Form 1

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STUDENT-TO-INTERVENTION MATCHING SYSTEM	
<p>When students display behavior problems, typically externalizing behavior problems, it is important to determine if the student has not yet learned expected behaviors (acquisition deficit) or if they are electing to now engage in expected behaviors (performance deficit) for various reasons.</p> <p>Use the dropdown to select a response for each item. 0 = "Never" 1 = "Some of the time" 2 = "Most of the time" Use your best judgement when rating each item.</p> <p>A total score will be calculated to suggest whether the student's problem is mainly due to an acquisition deficit or a performance deficit. The base score is 6 and will adjust with each rating provided. For students who earn a borderline score (8-10), it is important for the team to consider what type of intervention (acquisition-based intervention involving teaching skills or performance-based intervention embedded in the environment to prompt, encourage, and motivate the student to use a skill she or he already possesses) is likely to be the best for the student considering other factors not included in the SIMS.</p>	
Items	Rating
Student is unable to perform expected behaviors even when properly motivated.	0 ▾
The student is fully capable of exhibiting the desired behaviors when he or she wants to.	0 ▾
Even if the student receive prompts, encouragement and praise, she/he still struggles to exhibit desired behavior.	0 ▾
When the right incentive or reward is in place, the student is able to behave and perform well.	0 ▾
The student possesses the skills to meet the academic and social demands of the environment but lacks the motivation to consistently use them.	0 ▾
The student is able to exhibit the desired, expected behavior if she or he puts her mind to it.	0 ▾
Even when the student appears to try, she or he has difficulty exhibiting desired behaviors consistently.	0 ▾
TOTAL	0
Values equal to or greater than 10 - student classified as a Can't Do (Acquisition deficit)	Complete Acquisition-Based Intervention Tab
Values equal to or less than 9 - student classified as a Won't Do (Performance deficit)	Complete Performance-Based Intervention Tab



Using the Student Interventions Matching Form 2

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PERFORMANCE-BASED INTERVENTION		
<p>This form includes statements assessing a variety of student characteristics that align well with the active ingredients of performance-based Tier 2 interventions.</p> <p>Use the following ratings to determine how much each item relates to the student:</p> <p>0=Not at all 1=Slightly 2=Moderately 3=Greatly Or Don't Know</p> <p>Your answers will then be scored to determine which evidence-based Tier 2 intervention, or interventions, should be considered for implementation to address the student's emotional and behavioral needs.</p>		
Number	Items	Rating
9	Student needs constant reminders to stay on-task	▼
10	Student withdrawals from social situations and spends most of free time alone	0 ▼
11	Student's problem behavior happens numerous times throughout the day and requires constant redirections	▼
12	Student is unaffected by warnings or typical school disciplinary practices (loss of privilege, reprimand, removal from class, etc.)	▼
13	Student academic skills are low and, as a result, frequently takes his/her own breaks during instruction or learning	0 ▼
14	When the right incentive is in place, the student's behavior improves	▼
15	Student could benefit from starting the day off with a positive interaction with an adult and ending the day with praise or feedback	▼
16	Student has difficulty concentrating and staying focused until completing a task	▼
17	Student could benefit from having other students say nice things about him/her	▼
18	Student can behave well when s/he wants to or the appropriate incentive is available (e.g., recess, computer time, field trip, etc.)	▼
<p>SCORING SYSTEM (interventions with scores equal to or greater than 6 are considered to be matched interventions)</p>		
Intervention	Items	Score (sum the items)
School-home note system (SHN)	1, 6, 12	0
Behavior contract (BC)	4, 14, 18	0
Self-monitoring protocol (SM)	9, 11, 16	0
Check in/Check out (CICO) mentoring/coaching	2, 8, 15	0
Positive peer reporting (PPR)	3, 10, 17	0
Class pass intervention (CP)	5, 7, 13	0

Tier II Interventions

Tier II Interventions Defined

Jason Roberts
Don Barrett



Using the Student Interventions Matching Form 3

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ACQUISITION-BASED INTERVENTION																		
<p>This tab includes items that assess student symptoms that indicate a need for particular types of acquisition-based interventions. The first step consists of determining whether the student's main problem is due to emotional dysregulation or behavioral dysregulation. The nature and scope of acquisition-based interventions are different depending on the category of skills a student needs to learn in order to behave and perform more successfully in school.</p> <p>Use the following ratings to determine how much each item relates to the student:</p> <p>0=Not at all 1=Slightly 2=Moderately 3=Greatly Or Don't Know</p> <p>After determining whether the student would benefit more from emotional regulation or behavioral regulation, the next step is to complete ratings that help match the student to the most appropriate intervention within the specific category. In cases where a student is matched to more than one intervention, utilize professional judgment to determine what intervention the student is likely to benefit from the most. Considering that all of the acquisition-based interventions are inherently instructional, it is important that they are delivered in the context of small groups. So, the goal is to identify a homogenous group of students who could benefit from the same intervention (minimum of 3 and maximum of 10).</p>																		
Number	Items	Rating																
1	Student struggles to manage emotions.	--																
2	Student is capable of behaving and performing well when calm, but is unable when he or she becomes upset.	--																
3	Student is relatively calm most of the time.	--																
4	Student's emotions appear to get the best of him or her.	--																
5	Student gets upset easily.	--																
6	Student appears to be in control of his/her feelings.	--																
		TOTAL SCORE																
		6																
<p>Values equal to or greater than 12 - student classified as a having deficit in Emotional Regulation Skills Values equal to or less than 11 - student classified as a having deficit in Behavioral Regulation Skills</p>																		
Number	Focus of Emotional Regulation Skills (Anger, Anxiety/Depression, Trauma)	Rating																
1	Student has a history of exposure to trauma.	--																
2	Student exhibits anger that is not proportional or justified given the situation.	--																
3	Student appears tense and anxious.	--																
4	Student worries.	--																
5	Student is aggressive with others when he or she becomes upset.	--																
6	Student's experiences significant adversity outside of school.	--																
7	Student withdraws from or tries to avoid participating in classroom activities.	--																
8	Student has a hard time staying calm when given an unfavorable direction or request and the adult pushes him or her to comply.	--																
9	Student is likely confronted with significant adverse experiences at home or within the community.	--																
<p>SCORING SYSTEM Interventions with scores equal to or greater than 6 are considered to be matched interventions. If the score for the trauma-focused curriculum is 6 or above, that intervention is likely to be the best treatment considering that it trauma results in garden variety emotional dysregulation that includes a combination of symptoms including anger, anxious, and depressive behaviors)</p> <table border="1"> <thead> <tr> <th>Intervention</th> <th>Items</th> <th>Score</th> <th>(sum the items)</th> </tr> </thead> <tbody> <tr> <td>Anger/aggression management training</td> <td>2,5,8</td> <td>0</td> <td></td> </tr> <tr> <td>Anxiety/depression based curriculum</td> <td>3,4,7</td> <td>0</td> <td></td> </tr> <tr> <td>Trauma-focused curriculum</td> <td>1,6,9</td> <td>0</td> <td></td> </tr> </tbody> </table>			Intervention	Items	Score	(sum the items)	Anger/aggression management training	2,5,8	0		Anxiety/depression based curriculum	3,4,7	0		Trauma-focused curriculum	1,6,9	0	
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Number	Focus of Behavioral Regulation Skills (Social Skills or Executive Functioning [impulse control, organization, attention])	Rating																
1	Student is impulsive.	--																
2	Student lacks self-management skills.	--																
3	Student mainly struggles during social situations.	--																
4	Student has a hard time staying focused until task completion.	--																
5	Student puts in effort but has a hard time interacting with others.	--																
6	Student is disorganized with regard to school materials and time.	--																
7	Student experiences difficulties cooperating with others.	--																
8	Student could benefit from learning interpersonal skills to better navigate social interactions.	--																
<p>SCORING SYSTEM (Interventions with scores equal to or greater than 7 are considered to be matched interventions. It is possible that the student will load on to both interventions. In this case, select the one that is most likely to address the main problems of concern with regard to the student's performance in school.)</p> <table border="1"> <thead> <tr> <th>Intervention</th> <th>Items</th> <th>Score</th> <th>(sum the items)</th> </tr> </thead> <tbody> <tr> <td>Executive functioning curriculum that teaches impulse control, organizational skills, attention regulation skills, time management</td> <td>1,2,4,6</td> <td>0</td> <td></td> </tr> <tr> <td>Social skills training that focuses on teaching student interpersonal skills that enable more successful interactions with others</td> <td>3,5,7,8</td> <td>0</td> <td></td> </tr> </tbody> </table>			Intervention	Items	Score	(sum the items)	Executive functioning curriculum that teaches impulse control, organizational skills, attention regulation skills, time management	1,2,4,6	0		Social skills training that focuses on teaching student interpersonal skills that enable more successful interactions with others	3,5,7,8	0					
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Mahalo

